



# St Peter's London Docks CofE Primary School

## Inspection Report

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**Unique Reference Number** 100960  
**Local Authority** Tower Hamlets  
**Inspection number** 285930  
**Inspection dates** 5–6 February 2007  
**Reporting inspector** Peter Sudworth

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Garnet Street
<b>School category</b>	Voluntary aided		Wapping
<b>Age range of pupils</b>	3–11		London E1W 3QT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 7488 3050
<b>Number on roll (school)</b>	219	<b>Fax number</b>	020 7680 0773
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Fr T E Jones
		<b>Headteacher</b>	Mr J Shannon
<b>Date of previous school inspection</b>	11 June 2002		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Approximately one-third of the pupils in this one-form entry school are White British, one-third Bangladeshi and one-third from other minority ethnic groups. Thirty-seven pupils are at an early stage of learning English. Attainment on entry is below expectations. The percentage of pupils with learning difficulties and disabilities is lower than the national average. The percentage of pupils entitled to free school meals is well above average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education for its pupils and is soundly led and managed. In the main, pupils' achievements are satisfactory and attainment is broadly average, although more able pupils should achieve more highly. The good quality of teaching and learning in the Foundation Stage and in Years 1 and 2 is a real strength. It enables these pupils to develop a zest for learning, achieve well and sometimes reach above expectations for their age. Results in Year 6 have been more variable than in Year 2 and in 2006 there was some underachievement, especially in mathematics. Initiatives by leadership and management, such as the use of external advice and ability grouping, have started to take effect and progress and teaching are now satisfactory. However, more remains to be done to build on the good start made lower down the school, especially in improving the teaching of mathematics. Good provision for pupils with learning difficulties and those whose mother tongue is not English enable these pupils to progress well, especially in English.

Care and guidance are satisfactory. Most parents are supportive of the school and find teachers approachable, kind and helpful. However, some refer to a weakness in communication, for example in not informing parents of events well enough. One parent writes: 'Overall I feel the school is a lovely environment but needs to be far more focused on its approach to the children's education.' The over concentration on English and mathematics in Years 3 to 6 supports this view because pupils miss out on some important experiences and the regular building up of key skills in different subjects. It does little to enhance some skills, especially handwriting which is unsatisfactory.

Pupils' personal development is good. Pupils behave well because staff manage them effectively and provide well organised activities and play sessions during break-times. Pupils have good opportunities to engage in local community activities, for example through the school's close links with the church and use of local leisure and educational facilities. They know how to keep themselves safe and how to live a healthy life style. Although pupils say that they enjoy school, older pupils do not enthuse about it as much as the younger children. Attendance is below average despite the school's good efforts. This is because some parents do not send their children to school regularly enough, affecting some pupils' progress adversely.

School leadership and subject leaders are beginning to track pupils' progress more effectively but it is still too early to see success in raising attainment at the end of Year 6. The school has made satisfactory progress since the last inspection and has a sound capacity to make further improvements.

### What the school should do to improve further

- Improve some aspects of teaching in Years 3 to 6, in order to raise attainment in mathematics and secure better progress for able pupils.
- Improve the breadth of the curriculum and enable pupils to build up skills in all subjects more regularly.

- Improve pupils' handwriting in Years 3 to 6.
- Take steps to improve pupils' attendance.

## **Achievement and standards**

### **Grade: 3**

Pupils achieve satisfactorily. Standards are broadly average but there has been and remains a weakness in mathematics, especially in Years 3 to 6. Children make good progress in the Foundation Stage. Most children reach the goals expected for their age and some exceed them. Pupils build on this good progress in Years 1 and 2. Pupils of all abilities do well in reading, writing and mathematics. Standards are mostly above average at the end of Year 2. Reading has improved year on year.

Most pupils achieve satisfactorily in Years 3 to 6. Standards in English and science are broadly average, though with scope for able pupils to achieve more highly. There has, however, been underachievement in mathematics. The 2006 mathematics results were well below the national average. This is because teachers have lacked good skills in teaching the subject. This has been addressed through intensive training and advice. Some improvement in pupils' progress in mathematics in Years 3 to 5 is apparent and Year 6 results in 2007 look set to be broadly average. Pupils' achievement in mathematics is now satisfactory and the school has put measures in place to secure further improvement.

Boys often do better than girls in mathematics. Girls attain more highly than boys in English. Handwriting, however, is frequently immature. Bangladeshi pupils and those from other ethnic groups often make better progress than White British pupils by Year 6 because they often show a greater keenness to do well.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well being are good. Pupils enjoy school, and they try hard. Attendance is below average. Pupils contribute well to the work of the school through the school council and surveys. Their views have been taken into account and have resulted in improved playtime arrangements and more after school activities. Pupils' spiritual, moral, cultural and social education is good. They behave well in class and outside. Selected and trained pupils work effectively as peer mediators and are helpful in deflecting potential problems. Pupils have a mature appreciation of one another's cultures. One pupil said, 'It doesn't matter what country you come from as we all have different personalities.' Pupils know how to stay safe and they know that a good diet and exercise are important for a healthy lifestyle. They participate well in community events. They make good overall progress in developing personal qualities to help them contribute effectively to the school and local community and satisfactory progress in developing skills for their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Throughout the school staff have good relationships with pupils and manage them well. Teaching and learning are good in the Foundation Stage and in Years 1 and 2. Bright and attractive classrooms celebrate the good variety of work and stimulating activities provided. Reception children had great fun, learning how to sequence numbers by placing numbered teddy bears on a washing line.

Teaching in Years 3 to 6 is satisfactory. Teachers have lacked skills in the teaching of mathematics. The teaching of mathematics is beginning to improve as a result of external advice, setting by ability and the subject leader's influence. However, teachers still do not use resources well enough to help pupils' understanding in this subject. Good and often detailed marking helps pupils to appreciate how they can improve their work, although pupils do not consistently follow up the advice and the written requests. Teachers do not have high enough expectations of pupils' handwriting. Staff provide good support for pupils who have English as an additional language and learning difficulties and these pupils frequently make good progress.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. The stimulating and well balanced curriculum in the Foundation Stage and in Years 1 and 2 enhances these pupils' interest in school and supports the good progress that they make. The curriculum is too narrow in Years 3 to 6 as there is an over concentration on English and mathematics. This reduces the time available for some practical subjects, including physical education and art. While the school meets requirements in the teaching of geography and history, the long gaps when these subjects are not taught mean that pupils cannot readily build on the skills that they have learned previously. When these subjects are taught, good use is made of visits to places of interest to make learning come alive, such as to the Tower of London to pursue Tudor studies. The provision made for pupils with learning difficulties and English as an additional language enables these pupils to make good progress. There is a good provision of extra-curricular activities, particularly in sport. The good provision for personal, social and health education supports pupils' understanding of healthy and safe living effectively. Pupils are prepared satisfactorily for the next stage of their education.

### Care, guidance and support

#### Grade: 3

Care, guidance and support are satisfactory. Staff show good levels of care and pupils know who to turn to if they need help or advice. The school has effective arrangements to ensure pupils' health and safety, including regular risk assessments. It works

effectively with outside agencies and parents to support pupils identified with learning difficulties and disabilities. Child protection is managed well. Parents of all children are kept fully informed about their children's progress through termly meetings which enable pupils and parents to be aware of the children's targets for improvement. Statutory requirements for child protection are in place and all staff understand the procedures.

An improved and more robust system for tracking pupils' progress has been in place for a term but it is too early to evaluate the impact of this. Pupils are becoming more actively involved in assessing how well they have done in class but there are inconsistent opportunities for them to assess their own written work. Record keeping and tracking of pupils' progress are satisfactory overall and good in the Foundation Stage.

## **Leadership and management**

### **Grade: 3**

The school's self-evaluation is satisfactory. Leadership identifies the correct areas where it needs to improve and the actions that it needs to take. Its analysis of the outcomes is improving. For example, it realised that pupils' achievements in mathematics needed to improve. It sought external advice and acted on the recommendations. Monitoring has correctly identified improved teaching in the subject and better progress. The school has now developed and implemented an improved system for tracking pupils' progress although the impact of this has yet to be fully seen.

Recent initiatives have led to increased rigour in the monitoring of teaching and learning. Subject leaders now check teachers' planning and analyse pupils' work and progress. These actions have brought improvements which ensure that individual pupils in Years 3 to 6 are making better progress. This is especially the case in mathematics. Monitoring of lessons identifies strengths and areas for development effectively and this is helping teachers to improve their skills.

The work of the governing body is satisfactory. Several governors are very involved in school life and all are supportive of the school. However, some governors are too accepting of leadership's views and do not challenge and question enough.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for your warm welcome when we visited your school and for talking to us about your work and what you do. We very much enjoyed our visit. We think that the school provides a satisfactory education for you and is satisfactorily led and managed. Most of you behave well and you develop well as young people. Overall we found that your progress is satisfactory and most of you reach expected standards. Some of you find mathematics difficult and we have asked the staff to help you to improve your work in this subject.

We were very impressed with the work and progress of those of you from Nursery to Year 2 and your enjoyment of your work. Many of you by the end of Year 2 do very well and reach, or do better than, what is expected for your age. Teaching is good in these classes. It is satisfactory elsewhere in the school. Throughout the school those of you who speak two languages do well to keep up with the others. We do not think that the older pupils are as enthusiastic about their work as the younger pupils. We think that this is partly because pupils in Years 3 to 6 spend a lot of time on English and mathematics. We have asked the staff to make sure that you have more opportunities to build on your learning in other subjects more regularly. We have also asked them to help you improve your handwriting. There are good activities for after school. Altogether we think that the curriculum is satisfactory.

Care and guidance are satisfactory. The staff take good care of you and are beginning to track your progress more thoroughly. You clearly understand the importance of keeping yourselves safe and know how to live healthily. However, some of you do not attend school regularly enough. Your attendance is not as good as in most other schools. We have asked the school to take action on this. We feel that the school has good links with the community and you use these well to benefit your learning and leisure.

We wish you all well for the future and hope that you will work hard to achieve your ambitions.

Yours sincerely,

Peter SudworthLead inspector